

KUMISION SETTEFIKASION PARA I MANMANIDUKA  
GUAM COMMISSION FOR EDUCATOR CERTIFICATION

Treasurer

## TREASURER'S REPORT

Tuesday, November 12, 2013

(Run Date 10/30, 2013)

### PL 130-55 GENERAL FUND APPROPRIATION ACCOUNTS (5100A147600GA001) - YEAR-TO-DATE

Budget Category	(a) Total Appropriation	(b) Allotments	(c) Expenditures	(d) Encumbrances	(b - c - d) Funds Available	(a - b) Unallotted Balance
111 - Personnel	120,844.00	9,296.00	6,289.92	-	3,006.08	111,548.00
113 - Benefits	51,611.00	3,970.00	2,875.35	-	1,094.65	47,641.00
114- Health Benefits	-	-	-	-	-	-
230 - Contractual services	14,100.00	12,690.00	-	4,165.37	8,524.63	1,410.00
233 - Building rent	6,000.00	5,400.00	-	5,000.00	400.00	600.00
240 - Supplies	1,062.00	239.00	-	237.98	1.02	823.00
271- Drug Testing Charges	-	-	-	-	-	-
290 - Miscellaneous	4,200.00	3,780.00	-	-	3,780.00	420.00
363 - Telephone	4,800.00	4,320.00	454.46	4,400.00	3,865.54	480.00
<b>Total</b>	<b>223,613.00</b>	<b>108,770.00</b>	<b>9,619.73</b>	<b>13,803.35</b>	<b>85,346.92</b>	<b>114,843.00</b>

### FEE ACCOUNTS (5100X087600RS501800) - YEAR-TO-DATE

Budget Category	(a) Allotments	(b) Expenditures	(c) Encumbrances	(a - b - c) Funds Available	Monthly Collections (110023213)
111 - Personnel	-	-	-	-	October 26,660.00
113 - Benefits	-	-	-	-	November -
220 - Travel	15,033.27	870.00	12,812.07	1,351.20	December -
230 - Contractual services	23,373.62	14,144.63	518.74	8,710.25	January -
233 - Building rent	8,500.00	-	6,000.00	2,500.00	February -
240 - Supplies	1,810.14	-	247.50	1,562.64	March -
250 - Equipment	4,183.18	97.36	251.27	3,834.55	April -
271 - Drug testing	150.00	-	-	150.00	May -
290 - Miscellaneous	6,182.18	850.00	250.00	5,082.18	June -
363 - Telephone	5,333.65	1,671.72	1,129.27	2,532.66	July -
450 - Capital outlay	-	-	-	-	August -
800 - Exp Reim	-	-	-	-	September -
<b>Total</b>	<b>64,566.04</b>	<b>17,633.71</b>	<b>21,208.85</b>	<b>43,357.19</b>	<b>YTD Total 26,660.00</b>

Account Total not loaded \$ 78,360.91

**GUAM COMMISSION FOR EDUCATOR CERTIFICATION**  
**TEACHING CERTIFICATES**

November 6, 2013

	CERT NO	TYPE	SUBJECT & FIELD	ISSUED	EXP. DATE
1	6807	INITIAL	IE: Chamorro Language and Culture K-12****	10/14/2013	10/13/2016
2	6775	INITIAL	IE: Elementary K-5****	9/11/2013	9/10/2016
3	6780	INITIAL	IE: Elementary K-5****	12/20/2013	12/19/2016
4	6781	INITIAL	IE: Elementary K-5****	9/13/2013	9/12/2016
5	6810	Replacement	IE: ESL K-12 and Language Arts 6-12****	6/1/2012	5/31/2015
6	6779	INITIAL	IE: ESL K-12****	9/12/2013	9/11/2016
7	6791	INITIAL	IE: Language Arts 6-12****	10/2/2013	10/1/2016
8	6818	INITIAL	IE: Language Arts and Social Studies 6-12****	10/30/2013	10/26/2016
9	6782	INITIAL	IE: Math 6-12	9/19/2013	9/18/2016
10	6802	INITIAL	IE: Math 6-12	10/11/2013	10/10/2016
11	6827	Correction	IE: Music and Science 6-12****	6/3/2013	6/2/2016
12	6814	INITIAL	IE: Physical Education K-12****	10/23/2013	10/22/2016
13	6798	Extension	Initial School Administrator K-12****	12/27/2013	12/26/2014
14	6826	Extension	Initial School Administrator K-12****	11/9/2013	11/8/2014
15	6808	RENEWAL	Master School Administrator****	1/15/2014	1/14/2024
16	6777	RENEWAL	ME: Early Childhood Pre K-2 & Elementary K-5****	1/15/2014	1/14/2024
17	6797	RENEWAL	ME: Early Childhood Pre K-2 and Elementary K-6****	10/3/2013	10/2/2023
18	6785	INITIAL	ME: Elementary K-6 and ESL K-12****	9/25/2013	9/24/2023
19	6770	RENEWAL	ME: Elementary K-6****	9/3/2013	9/2/2023
20	6805	INITIAL	ME: Elementary K-6****	1/15/2014	1/14/2024
21	6804	INITIAL	ME: Elementary K-6****	1/15/2014	1/14/2024
22	6809	INITIAL	ME: ESL K-12 w/PROF END. Language Arts 6-12****	10/17/2013	10/16/2023
23	6796	INITIAL	ME: Language Arts 6-12	10/3/2013	10/2/2023
24	6811	INITIAL	ME: Social Studies 6-12****	10/22/2013	10/21/2023
25	6823	INITIAL	PE: Business Education 6-12****	12/30/2013	12/29/2018
26	6787	INITIAL	PE: Career & Technical Education****	9/30/2013	9/29/2018
27	6799	INITIAL	PE: Career & Technical Education****	9/30/2013	9/29/2018
28	6815	RENEWAL	PE: Chamorro Language and Culture 6-12****	1/15/2014	1/14/2019
29	6812	INITIAL	PE: Chamorro Language and Culture 6-12****	12/29/2013	12/28/2018
30	6786	INITIAL	PE: Early Childhood Pre K-2 & Elementary K-5****	10/1/2013	9/30/2018
31	6820	INITIAL	PE: Early Childhood Pre K-2 and Elementary K-5****	10/29/2013	10/28/2018
32	6795	RENEWAL	PE: Early Childhood Pre K-2 and Elementary K-5****	1/15/2014	1/14/2019
33	6793	INITIAL	PE: Early Childhood Pre K-2 and Elementary K-5****	10/7/2013	10/6/2018
34	6813	RENEWAL	PE: Elementary K-5 and SPED Pre K-12****	10/17/2013	10/16/2018
35	6778	RENEWAL	PE: Elementary K-5****	1/15/2014	1/14/2019
36	6816	RENEWAL	PE: Elementary K-5****	1/15/2014	1/14/2019

	GERT NO.	TYPE	SUBJECT & FIELD	ISSUED	EXP. DATE
37	6801	INITIAL	PE: Elementary K-5****	12/20/2013	12/19/2018
38	6822	INITIAL	PE: Elementary K-5****	10/31/2013	10/30/2018
39	6772	RENEWAL	PE: Elementary K-6****	9/6/2013	9/5/2018
40	6784	RENEWAL	PE: Elementary K-6****	1/15/2014	1/14/2019
41	6819	INITIAL	PE: Health Education and Science 6-12****	12/30/2013	12/29/2018
42	6771	RENEWAL	PE: Language Arts 6-12****	9/5/2013	9/4/2018
43	6783	RENEWAL	PE: Language Arts 6-12****	9/18/2013	9/17/2018
44	6789	INITIAL	PE: Math and Science 6-12****	10/1/2013	9/30/2018
45	6824	RENEWAL	PE: Social Studies 6-12****	1/15/2014	1/14/2019
46	6792	INITIAL	PE: Spanish 6-12****	10/22/2013	10/21/2018
47	6821	INITIAL	Professional School Counselor K-12****	8/15/2013	8/14/2016
48	6803	INITIAL	TEMP ED: Chamorro Language and Culture K-12****	10/11/2013	10/10/2015
49	6773	INITIAL	TEMP ED: K-12****	9/9/2013	9/8/2015
50	6774	INITIAL	TEMP ED: K-12****	9/10/2013	9/9/2015
51	6776	INITIAL	TEMP ED: K-12****	9/12/2013	9/11/2015
52	6806	INITIAL	TEMP ED: K-12****	10/14/2013	10/13/2015
53	6800	INITIAL	TEMP ED: K-12****	10/9/2013	10/8/2015
54	6794	INITIAL	TEMP ED: K-12****	10/3/2013	10/2/2015
55	6790	INITIAL	TEMP ED: K-12****	10/2/2013	10/1/2015
56	6788	INITIAL	TEMP ED: K-12****	10/1/2013	9/30/2015
57	6825	INITIAL	TEMP ED: K-12****	11/5/2013	11/4/2015
58	6817	INITIAL	TEMP ED: K-12****	10/28/2013	10/27/2015

**NASDTEC**  
**National Association of State Directors of Teacher Education and Certification**  
**17<sup>th</sup> Annual Professional Practices Institute**  
**October 22-25, 2013**  
**Boise, Idaho**  
**Conference Report Submitted by: Margie Ann Leon Guerrero-Artero**

**Recommendation for Greater Transparency and Efficiency to Better Protect the Public Interest: Presented by J. Jamieson and N. Carpenter of Ontario College of Teachers, Canada;** This presentation highlighted a hired judge to go over all the procedures that were processed against educators who were charged with misconducts. He was asked to make recommendations to the College of Ontario which oversees such matters. These recommendations were then implemented to demonstrate more transparency to the media and the public. As a result, Justice Patrick LeSage made numerous recommendations to assure the public that all cases of misconduct be handled with utmost transparency to include open hearings. The Ontario College of Teachers further task the justice to review the Act, its regulations and policies relating to investigations and hearing functions so that each educator is provided just and impartial adjudication.

**From the Outside Looking In: Reviewing Kansas Licensure Process with a Fresh Pair of Eyes; Presented by C. Whelen and S. Gordon of the Kansas State Department of Education:** A case study featured how a disbarred lawyer completed a degree in teaching and later applied for certification in Kansas and was denied. The disbarred lawyer appealed his case and lost his attempt to get licensed. The Kansas State Department of Education recently in the past year made numerous improvements to their procedures when reviewing teacher applicants for licensure. The state now has a Professional Board Council which is made up of appointed and elected to include 5 classroom teachers and 4 administrators who consider evidence in educator misconducts. Also, the state changed its process in handling new applications. It now calls for fingerprinting, background checks, and diversions with paperwork. These steps add more "eyes" to assure that all applicants are qualified and cleared to teach. This presentation also highlighted the need to summarize in detail each adjudication for future reference.

**Employment vs. Licensure: Presented by B. Leeds, A. Snook, and P. Stark of Idaho Attorney General's Office, Education Assoc., and Meridian School District;** These panelists discussed and answered questions about educator misconduct and indicate what is an employment concern vs. a licensure concern in each scenario presented. Panelists gave different perspectives about certain cases.

**Report on the Professional Preparation Committee's Survey on Ethical Standards; Presented by N. Pugliese of the Connecticut State Department of Education:** A survey from the NASDTEC's Professional Preparation and Continuing Development subcommittee was sent to all states and territories to get information on each jurisdiction's development on the soon-to-be national professional ethical standards for educators. Thus far, not all states have responded to the survey. Guam responded. Work on the survey is still ongoing.

**Eliminating Silos: Supporting and Assessing Ethical, Regulatory and Dispositional Frameworks for Teachers and Leaders; Presented by A.M. Fenton, P. Shaw, J. Grant of Georgia Standards Commission, G. Powell of Educational Testing Service (ETS), T. Hutchings, University of Phoenix, J. Cook of ETS, and J. Meyer, LeadGood, LLC:** This presentation highlighted the need to implement a multi-tiered certification process so that all educators will be provided training and testing about their knowledge with the difference between what is a code of ethics vs. what is code of conduct so that they'll be prepared to carry themselves out professionally without violating these standards. These presenting entities are reviewing the need to implement modules that map out the frameworks of these standards.

**Forensic Computer Techniques: How to Identify Useful Data and Secure a Chain of Custody by F. S. Lane, Author, Attorney and Educational Consultant;** This presentation highlighted the protocols of investigating educator misconduct in relations to the use of technology through computers, mobile devices, and other technology peripherals. These include the 1) pre-incident prep that investigators look into to determine school districts' policies and procedures. They also check into 2) the type of incident or violation that was allegedly committed by parties involved; 3) the e-evidence type of technology that was utilized to commit the misconduct; 4) the response or inventory of social media utilized as a communication medium; 5) the responsible administrators and teachers involvement and who has direct access to the technology used; and 6) the protection and isolation of evidence during investigation of misconduct. Each step of investigation requires professional forensic handling and should not be conducted by those who have no experience in this type of work.

**The Analysis of Constitutional Rights and Professional Misconduct by J. Ward, Alabama Department of Education:** This presentation was about protection of the constitutional rights of accused educators so that everyone's rights is not violated. A list of key cases were presented and given examples as to how each case was determined by the courts.

**The Year in Review: What the Courts are Saying about Educator Misconduct by K. McDowell, Indiana Attorney General's Office:** This presentation included some of the tried cases of educator misconducts in the past year and shows how each case was evaluated that determine its' outcome. It includes factors that are considered such as 1) Misconduct in Office; 2) Suppression of Evidence; 3) Appeals; 4) Character and Fitness; 5) Public Trust, Licensure, and Rehabilitation; 6) Immoral Conduct; 7) Conduct Unbecoming and Unprofessional Conduct; 8) Social Media Networking; 9) Incompetence and 10) Criminal History.

**Building a National Coalition to Help Prevent Inappropriate Relationships by K. Rhay, Southern California Schools Risk Management Joint Powers Authority and G. Lipson, Ph.D., A.B.P.P.** Findings have shown that more and more educator misconducts have been investigated and resulted in expensive litigations in school districts around the country. Insurance companies and Joint Power Initiatives (JPI) have been visiting school districts to address the need to cover these costs by implementing Insurance reciprocals so that there will be monies available to absorb costs.

**How School Leaders can Conduct their own Investigations; presented by J. Grant, Chief Investigator of Georgia Department of Education:** This presentation featured techniques that school leaders can demonstrate in investigating educator misconduct. Such task can be done in the school setting with the assistance of the School's Resource Officer (SRO). More importantly, the presenter showed an example of creating a reporting form so that each investigation is documented carefully. A mandatory reporting must be done to the licensure commission by all leaders so that such misconduct will reflect a violation immediately even before it goes through due process. Reporting early on will be an alert to respective licensing commissions.

**NASDTEC's Professional Practices Institute Hot Topics: Presented by NASDTEC;** This session covered what has been done in various states in relations to reporting and investigating educator misconduct and other concerns that each state faces. Topics included NASDTEC's Clearinghouse Agreement, posting violations, and each jurisdiction's challenges. Question and Answer session followed by conference participants.

Report of Participation in NASDTEC 2013 Professional Practice Institute  
Held: October 23 to October 25 in Boise, Idaho

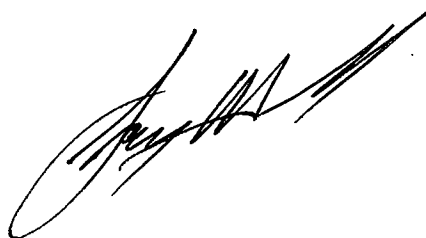
Submitted by: Gayle F. Hendricks, Vice Chair

I would like to first thank the members of the GCEC for allowing me to attend this conference. I found it extremely educational and informative. There were a number of issues that were brought up that Guam has not had to face; however, it would be in our best interest to be proactive and not reactive to these potential issues. It is only a matter of time before the Commission is faced with one of the issues faced by our mainland counterparts.

First and foremost, we are extremely fortunate our Commission Personnel are dedicated and have had the foresight to go beyond checking the NASDTEC registry to ensure we do not certify individuals with questionable ethical backgrounds. After attending the conference, I sat down with them and found they use due diligence in exploring the background of those applying and ensure the Commission's credibility.

Some of the issues discussed and ones the Commission should consider addressing prior to submitting the Ethics package to the Legislature include the following: 1) Individuals who have lost their professional licenses in other fields and are now attempting to enter the teaching profession. The question that arises is why did they lose the license and would that conduct affect their ethical behavior as a teacher. Some of our counterparts have a requirement that the individual is not eligible for a teacher certification until they have resolved the issues and become eligible for their original professional licensure. GCEC may want to consider this requirement too. Also, we may want to add a question about loss/denial of licensure, other than driver's license, on the application form. 2) The hearing officer needs to be separate from the one who conducts the investigations. The hearing officer needs to be impartial and above reproach when it comes to the individual's civil rights. It would be a definite conflict of interest if the two areas were interconnected or from the same firm. 3) When administrators allow individuals who have committed unethical/illegal acts to just resign should also lose their license. This conduct allows the individual to leave for another job, where they may commit the same offense, thus injuring others without consequences. For Guam, it allows the offending individual to leave for a few years and then return without penalty. Some of our counterparts have been able to include this provision in their policies/laws. 4) Strengthen the portion of our law that requires unethical behavior to be reported to the Commission when investigations are starting allowing the Commission to decide if it wants to conduct a concurrent investigation or wait for the results to make a decision. The Commission does not want someone to use the Guam certificate to acquire a job elsewhere trying to elude punitive action on Guam.

If nothing else, this conference has heightened my awareness of the seriousness of our responsibilities as Commission members and the need for us to maintain high standards to ensure the education, health and safety of the students taught by individuals who are issued a Guam teacher or administrator certificate.



## Trip Report – Connie P. Guerrero

17<sup>TH</sup> Professional Practices Institute  
Exploring Problems – Sharing Solutions  
October 23-25, 2013  
THE GROVE HOTEL  
BOISE, IDAHO

**The primary purpose of this report is to document: contacts made, lessons learned and overall observations conclusions, in a format that can be shared with others in the organization.**

### **Background:**

- I arrived at the conference on Tuesday, October 22, 2013 at about 3:30 p.m. for registration and departed Boise on October 25, 2013 at 12:45pm. The institute closed on October 25, 2013 at 12:00 p.m. The institute opened on October 23, 2013 with breakfast at 7:30 a.m. and a warm welcome from NASDTEC by Frank Servedio, President and Tom Luna, Superintendent of the Idaho Department of Education
- There were approximately 11 General Sessions throughout the three-day institute. Topics: *Recommendation for Greater Transparency and Efficiency to Better Protect the Public Interest, From the Outside Looking In: Reviewing Kansas Licensure Process with a Fresh Pair of Eyes, Employment vs. Licensure, Report on the Professional Preparation Committee's Survey on Ethical Standards, Eliminating Silos: Supporting and Assessing Ethical, Regulatory and Dispositional Frameworks for Teachers and Leaders, Forensic Computer Technique: How to Identify Useful Data and Secure a Chain of Custody, An Analysis of Constitutional Rights and Professional Misconduct, The Year In Review: What the Courts Are Saying About Educator Misconduct, Building a National Coalition to Help Prevent Inappropriate Relationship, and The Forensic Interview: Conducting An Effective Interview of Victims With Disabilities.*
- The highlight for me on Wednesday, October 23<sup>rd</sup> was the presentation on "Eliminating Silos: Supporting and Assessing Ethical, Regulatory and Dispositional Frameworks for Teachers and Leaders." Georgia is working to strengthen its focus on ethics in Educator Preparation Programs (EPPs) and in P-12 schools. In transitioning to a multi-tiered certification system, the Georgia Professional Standards Commission (GaPSC) is working across its educator preparation, certification, and ethics divisions, as well as collaborating with multiple partners to support, prepare, and assess practitioners and candidates in



ethical understanding to guide behaviors and decision-making. Educational Testing Service (ETS) is working closely with Georgia, along with experts in the field of ethics, to design and implement a statewide ethics assessment that not only assesses, but also instructs through interactive modules. Met with potential partners: John Grant (GAPSC), Troy Hutchings, and University of Phoenix.

- On Thursday, October 24<sup>th</sup>, the overall theme of the four general sessions were on the use of computers and mobile devices and their increasingly important role in teacher misconduct cases, the critical analysis that should be applied when an educator claims that imposing a penalty upon his/her certificate because of certain conduct would infringe one or more of his/her rights under the US Constitution. Attorneys bombarded us. Lesson learned: we tend to be limited more by our lack of resourcefulness than our lack of resources. Consequently, by studying the issues confronted by others, we better inform ourselves.
- On Friday, October 25<sup>th</sup>, John Grant presented our final general session from Georgia on "How to conduct an investigation for administrators." It was an outstanding presentation that touches areas such as: investigation goal, financial misconduct, interviewing, establishing a baseline and documenting the investigation.

### **Key Contacts:**

- **John Grant** is the Assistant Director and Chief Investigator for the Georgia Professional Standards Commission's Ethics Division.
- **Troy Hutchings** researches, writes, speaks and develops materials on a national level in the areas of teacher sexual misconduct w/students, educator decision-making, and the professional continuum-of-responsibility associated with a framework for an ethical and legal teaching practice. He provides training to numerous stakeholders including the U.S. Army, state and national policy groups, legal and investigative practitioner organizations, teacher education administrators, school district administrators and teachers, state teacher association, department of education leaders and licensing officials across the U.S. and in Canada.

### **General**

- NASDTEC 17<sup>th</sup> Annual Professional Practices Institute. This conference gave me the idea of possibly sending either a legal counsel from the Department of Education or our own "selected" legal counsel to a similar conference like this as part of a team i.e. chief investigator, GCEC, attorney and education consultant.
- There are a lot of resources available through NASDTEC that we can tap to assist us in providing training for administrators, legal counsels, Board of Education

members and GCEC members on the issues of conduct of licensed professionals, in areas such as incompetency, immorality, moral turpitude, misconduct in office, unprofessional conduct, and lack of requisite character

### **Overall Conclusion and Observation**

- Overall the impression I got from this Institute was a confirmation that we should move forward and work diligently on our code of conduct for educators. The public has considerable interest in the conduct of licensed professionals. This interest is especially acute where licensed professional will be working with children. Determining whether one is unfit to teach (presently or forever) or whether the misconduct can be remediated pose substantial questions that require inquiry into other areas, such as the age and maturity of the teacher at the time of the alleged misconduct, the nexus between the misconduct and the ability to be an effective teacher, and the appropriate exercise of professional judgment. By studying the issues confronted by others, we better inform ourselves. Let's get moving.
- We should seriously consider working collaboratively with GCC, UOG and DOE to provide training for administrators, legal counsels education board and commissions.

## NASDTEC 2014 Winter Symposium

1 message

**nasdtec.noreply@nasdtec.com** <nasdtec.noreply@nasdtec.com>  
To: lea.santos@gcec.guam.gov

Wed, Nov 6, 2013 at 6:37 AM



Lea,

NASDTEC is proud to invite you to its newest national meeting, the Ted Andrews Winter Symposium (TAWS), named and presented in honor of one of NASDTEC's most prominent leaders. In addition to his role as Director of Certification in Washington State, Ted also served in many roles for NASDTEC, culminating as president in 1991-92. He later became the sole organizer of the Western States Certification Conference for over 10 years, until his retirement from that position last year.

The first annual TAWS will be held at the Hyatt Regency in Newport Beach, California on February 5-7, 2014. The symposium will focus on a central idea: building collaborative partnerships between teacher preparation programs, state agencies, and local school districts in order to make sure every new teacher is prepared to be an effective teacher on the first day in the classroom. Sessions will focus on improving pre-service teacher preparation, with speakers and facilitators from the Council of Chief State School Officers, Council for the Accreditation of Educator Preparation, New Teacher Center, and panelists from model states, districts, and programs, who have implemented successful models of collaboration in this area.

With the theme focused on defining the vision for today's new teacher being a learner-ready teacher, the TAWS will provide representatives from your organization the opportunity to interact with other leaders from across the country in examining the latest innovations in the field and in developing an implementation plan for your organization.

Please make plans now to attend this important meeting. Registration will be limited this year to 100 attendees to insure opportunities for interaction. States, districts, and teacher preparation programs are encouraged to bring a team to the meeting to develop individual action plans during the TAWS.

**NOTE:** Given the limited number of participants we will be able to accommodate, please register before making

travel arrangements.

Click [here](#) to go to the registration page.

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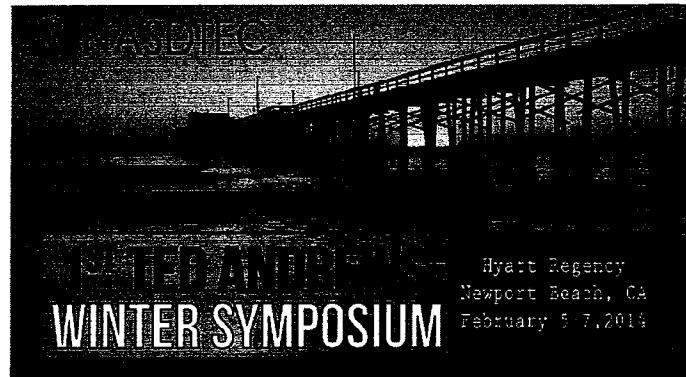
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2014 Ted Andrews Winter Symposium



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### Conference Registration

#### Information for Sponsors and Exhibitors

#### Hyatt Regency Hotel

(Room rate is \$133 plus tax)  
Newport Beach, CA

#### Agenda (Draft)

##### Members:

Early Registration fee: \$400 until January 5, 2014

Registration fee after January 5 is \$430

One-Day Registration: \$175

Two-Day Registration: \$350

Refund Policy

##### Non-members:

Early Registration fee: \$450 until January 5, 2014

Registration fee after January 5 is \$480.

One-Day Registration: \$200

Two-Day Registration: \$400

Refund Policy

*\*The registration fee includes breakfast and lunch Thursday, and breakfast on Friday.*

#### Founding Sponsors of 2014 Winter Symposium:



PEARSON

Refund Policy

"Refund of registration fee, less \$75 processing and handling fee, if the written request is received no later than January 5, 2014

"No refund if written cancellation is received after January 5, 2014 or for no-shows.

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